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THE TEACHER'S TRUE MISSION.

It is well known, by all familiar with our schools, that a large number of those who engage in teaching fail of success,—and, either continue in the work, adding failure to failure, or, better for all concerned, devote their attention to some other calling. The business of teaching is too sacred to be trifled with, and too important in its intended results to be engaged in by incompetent persons. It should therefore be the aim of all true friends of education to search out and remove all causes of failure and open the way to higher and more certain success. We believe that in the majority of cases the primary cause of failure is a want of appreciation of the true duties of the office. With too many the whole mission of the instructor seems to consist in the performance of a certain round of exercises, treadmill fashion. To spend a certain number of hours, daily, in the school room, to listen to certain stereotyped lessons, and to preserve a tolerable state of order seems to constitute the entire work. But one may do all these and yet come far short of fulfilling the true mission of the teacher. As well might a man claim to be a sculptor who should devote, daily, the usual hours of work in hewing and cutting the senseless marble, though each

blow of the hammer should render the block on which he works more and more unsuitable for the object for which it was intended. With no model in mind he works without aim or method. If the artist would be truly successful he must not only have in mind a correct ideal of what is to be done, but he must also clearly understand each successive step to be taken in the development of the model in mind. A slight misconception or a trifling deviation may render the work of months utterly worthless. How much more important that the teacher should both comprehend the nature and design of his work and possess the ability to accomplish it in the best possible manner. And what is the teacher's work and what has the community a right to expect of him? We answer, briefly, that the true mission of the teacher is to train and develop the mind, to mould the character, to cultivate the heart, in a word, it is to make good citizens, useful and loyal men and women. As helps in this direction he must teach the various branches studied in our schools, but these alone, though most thoroughly taught, will prove but a small part of the essential work. Bad habits, in movement, in word, in expression, must be eradicated, and good habits formed and confirmed. Daily the teacher should watch to detect and labor to correct any deviations, no matter how trifling, whose further development would tend to mar one's character and impair his usefulness. How often are the pleasant and favorable impressions made upon us on our first meeting with persons, entirely removed and their influence over us lost by the subsequent discovery of some uncongenial or uncourteous modes of action or expression. A person may, in company, appear graceful, kind, amiable and intelligent, a model in speech and deportment, and yet, if in more private life, he allows himself to be overcome by some sudden ebullition of feeling, so that his acts and words shall be tinged thereby, how entirely will a knowledge of the latter case diminish the respect and esteem awakened by the former. And is it not true that many persons suffer during their life time from the influence of unpleasant habits which

might have been corrected by the watchful care and effort of parents or teachers.

Let not the teacher feel that "hearing lessons" and "keeping school" are synonymous. It is the teacher's work so to train and direct the minds of his pupils, so to guide their physical development and so to expand and culture their moral faculties as will tend to promote true growth of all that tends to the formation of true men. Not only must he be able to teach his pupils how to learn, and encourage them in their efforts, but he must impart unto them, daily, by example as well as by precept, yea, more by example than by precept, those many kindly influences and graces which will do so much to give true adornment to the character and make their possessors agreeable, as well as influential, members of society. That the teacher may be successful in his efforts he must carefully study the peculiarities in the character and disposition of each pupil so that he may give unto each "fitly spoken" words, uttered in "good season." And, moreover, as the teacher is a co-worker with parents he should seek their acquaintance and coöperation, and learn what he may of the home influences and surroundings of his pupils, that knowing the true state and bearing of things he may wisely direct his efforts.

The community expects much of the teacher and rightly, too. If a man assumes any office under government, that government has a just claim upon his time, his talents and his energies. He, for the time being, belongs to the government and not, as some seem to imagine, the government to him. So the teacher belongs to the community which employs his services and that community has a right to expect that his time, his talents, and his energies, will be all applied to efforts which will tend to the true improvement and elevation of the youth intrusted to his care. He is, in a measure, responsible for them and if he is truly faithful when his term of service expires, he will surrender his charge improved and rendered more valuable by his judicious efforts and salutary influences.

Fellow teachers, will you not carefully examine into the

nature of your work, comprehend clearly what your true mission is, and then enlist with that earnest and well directed enthusiasm which will be sure, under the blessing of God, to crown your labors with abundant success?

SPELLING.

It would seem reasonable to expect that most of our youth on leaving school should be good spellers, and yet facts, which are called stubborn things, prove that such is not the case. We propose to give two or three reasons for the unsatisfactory results obtained in this branch, and to offer a few suggestive hints, which, we hope, will tend to invest the subject with more interest on the part of both teachers and pupils.

One cause of the frequency of poor spelling may be found in the neglect with which the spelling lesson is treated in school. It is often crowded into a few minutes, and passed over in a very hurried and imperfect manner, and if any exercise must be omitted, the spelling lesson is the neglected one. Another cause may be found in a feeling, not very uncommon, that spelling is undeserving the attention of any but very young pupils. Many feel as the young man did, who, on commencing a course at an academy, demurred at the idea of joining the spelling class, notwithstanding he was a very poor speller. On being informed that all the pupils were required to join in the exercise, he very condescendingly consented to do so, provided the words should be taken from Webster's Unabridged Dictionary,—feeling that it would be quite derogatory if they should be selected from any spelling or reading book. These and some other erroneous notions must be eradicated. From the beginning, let pupils see that the spelling lesson will always receive its due share of attention, and at its due time, and also cause them to feel that to spell poorly is really derogatory to the standing of a scholar. There are two very common errors in the mode of conducting a spelling exercise which tend to make poor spellers.

One is that of giving out the words with an improper pronunciation, or an undue emphasis on a particular syllable or vowel; as in-ti-mate, in-hab-i-tant, im-me-di-ate-ly, sep-a-rate, sim-i-lar-i-ty, op-e-ra-tion, etc. The only correct way is to pronounce a word precisely as it would be spoken by a good speaker; giving no undue emphasis to any letter or syllable; and, if distinctly pronounced once, it should suffice.

Another common error is that of allowing pupils to try more than once on a word in oral spelling. This is wrong. One trial is sufficient, and all beyond is mere guessing. If pupils feel that they may make two or three attempts to spell a word, they will never become accurate spellers.

Some are strong advocates for the use of the spelling-book, while others entirely reject its use. While we would not entirely discard the use of the spelling-book, we would say to the teacher,—“if you would make a spelling lesson truly interesting and profitable, you must draw exercises from every proper source.” It is an excellent plan to devote some time, daily—a few minutes will suffice—to spelling the names of familiar objects. Ask your pupils to give you the names of all the objects they saw on the way to school, and, as they repeat, write the words legibly upon the blackboard, and say to them that the list thus written will constitute the next spelling lesson. Let us suppose the following to be a list of the words given by pupils, as names of objects they have seen on the way to school:—

horse	collar	barrel	oxen
wagon	wheel	teamster	cart
harness	carriage	mail-coach	plough
bridle	whip	trunk	shovel
saddle	axletree	box	harrow.

Now, that you may call particular attention to these words, spend five minutes in making some of them subjects for object lessons, somewhat as follows:*

* In asking questions in this way, we would not often allow concert answers. Let all who feel prepared to answer raise the hand, and then let some one be designated to give his answer, after which others who have a different definition may be called upon.

Teacher. "What is the meaning of harness?"

Pupil. "It is something put on horses for them to draw by."

Teacher. "Of what is it made?"

Pupil. "Of leather." (Here you may expand the subject by asking what leather is, how made, and why better for making harnesses than rope or other materials, etc.)

Teacher. "What are some of the principal parts of a harness?"

Pupil. "Collar, hames, saddle, bridle, and traces."

Teacher. "What is sometimes used instead of a collar?"

Pupil. "Breastplate."

It will readily be seen that such an exercise may be extended almost indefinitely, and be made interesting and profitable. If desirable to add to the number of words, given in the columns above, the italicized words will be very good ones. The word *wheel* may be taken, and treated somewhat as follows;—

Teacher. "What is a wheel?"

Pupil. "A round frame which turns round."

Teacher. "On what does it turn?"

Pupil. "On its axis; we say a wagon-wheel turns on an axletree."

Teacher. "Yes,—but not *axletree*, as some say. Can you name the parts of a wheel?"

Pupil. "*Hub or nave, felloe or felly, spokes, tire.*"

Here you may call for a description of each, and explain the process of setting tire, etc. You may, also, question them on the different kinds of wheels which they have seen or heard of, etc.

The word *mail-coach* may be taken and explained. So too *box, wagon, barrel, axletree*, may each be made a topic for a lesson. For variety's sake, as well as for profit, suppose you call upon pupils to name sentences containing the word *box*. The following may be the examples given:—

The driver sat upon the *box* of the coach.

The garden walk had a border of *box*.

John kept his money in a *box*.

The boy received a *box* on the ear.

Sailors can *box* the compass.

This will be sufficient to explain our meaning. Your active mind will readily expand the exercise, and make it highly interesting and instructive. Such questions in connection with the spelling lesson will do much to give it life and meaning; and with such exercises, well devised and continued, pupils will become good spellers, though they may never study the spelling-book for an hour. The words thus selected can be left upon the blackboard until within a few minutes of the time for spelling them.

At another time you may collect a list of words from the school-room, as follows:—

book	inkstand	philosophy	penmanship
library	desk	astronomy	composition
arithmetic	platform	physiology	declamation
geography	blackboard	botany	orthography
grammar	crayon	aisle	discipline
dictionary	shelf	ventilator	paper
slate	chair	furnace	scholar
pencil	algebra	recitation	teacher.

The names of objects which pupils may see at their respective homes, may constitute a list sufficiently long for two or three lessons, and include such articles as may be found in nearly every house. These names will be the very words all should know how to spell, and yet such as are very frequently misspelled. The articles kept for sale, in different kinds of stores, would also form a very appropriate and long list. The names of the various trees to be found in the gardens, fields, and forests, and the names of flowers, would also be fruitful sources from which to draw many useful spelling and object lessons.

Make a drawing of some familiar object upon the blackboard, as the basis of a spelling lesson. For example, the picture of a book. Call upon your pupils to name the different parts of the book, and you will get something like the following:

outside	preface	contents
inside	title-page	letters
binding	running-title	words
leaves	folio	sentences
edges	quarto (4to)	paragraphs
margin	octavo (8vo)	printing
page	duodecimo (12mo)	stereotyping.

Let us suppose you call upon your pupils to give the names of the different trees they have seen, and the following are given and written upon the blackboard: *oak, walnut, elm, chestnut, hemlock, birch, cedar, pine, spruce, maple, beech, locust, ash, sycamore, poplar, willow, cypress, fir, larch, apple, pear, plum, peach, cherry, mulberry, apricot*. After these are distinctly written, ask questions like the following:—

Which of the trees named are fruit-bearing? Which produce nuts? For what purposes is the *oak* valuable? How many kinds of oak, and what called? For what is the *walnut* valuable? Which of the trees named are most prized as ornamental trees? Which most valuable for building purposes.

After calling for the uses and properties of the different trees, let the names be studied for a future spelling lesson. The same course may be pursued in regard to flowers, shrubs, vegetables, etc.

At another time you may make a plain drawing of a house.

Teacher. "Can you tell me the names of some of the parts of a house?"

Pupil. "*Roof, eaves, ridgepole, cornice, doors, windows, chimney, rafters, sill, sash, parlor, kitchen, pantry, cupboard, closet, sitting-room, chamber, garret, cellar, stairs, hall or entry, piazza.*"

Teacher. Can you name some of the materials used in building houses?"

Pupils. "*Timber, joist, boards, laths, nails, lime, brick, clapboards, shingles, glass, paint, screws, hinges, stone, zinc, etc.*"

The particular use of each of these objects or materials may be explained at the same time that its name is spelled.

A prominent advantage in these methods is, that it connects the subject of spelling with actual objects, and gives it a meaning and a force. Pupils trained in this way will soon form the habit of spelling the name of every object they meet with, and the exercise will cease to be an unmeaning and uninteresting one. Teacher, will you give these hints your thoughtful attention?

I DON'T SEE WHY.

A STORY FOR YOUTH.

I know a little girl who has a very pleasant home, and the very kindest of parents, and who is yet often discontented and unhappy. She pouts her lips, and throws her arms about, and sulks, and stamps with her feet, and makes a strange noise in her throat, between a growl and a cry. It is not because she has not enough to eat of good, wholesome food; nor because she has not time to play, and playthings in abundance, and brothers to play with her. She is not blind, nor lame, nor deformed in any way, but has health and strength, and every thing which any little girl could wish to make her happy in this world, except a good heart.

What is it that made her fretful? Why, she had a kind mother, who told her what she must do, and what she must not. I will tell you what I heard:

"Caroline, you must not take my scissors, my dear.

"Why, mother, I have no scissors to cut off my thread," said Caroline, pettishly.

"Well, my dear, I will give you a pair; but you must not take mine."

"*I am sure I don't see why.* It's only just to cut off my thread."

The scissors were of the finest kind, and highly polished, and Caroline's mother knew that it would soil them if she should handle them with her moist hands; and that, if she had them once, she would want them again. Caroline's

business was to obey cheerfully, whether she saw the reason why or not.

"Caroline, my dear, you must not climb up on that chair to reach your work. You must ask some one to get it for you."

"*I am sure I don't see why.* It is less trouble to get it myself than to ask somebody for it."

"Very well, my child; you shall do it in your own way, and see."

That very afternoon, Caroline mounted a chair to get her work. She reached too far and over went the chair, and Caroline with it. Her work was scattered over the floor—the needle book in one direction, and the thimble in another, and the spools in another; and, what worse than all, her head struck the edge of the door, and a large gash was cut in her forehead. She cried sadly, and did not get over her hurt for weeks. Was it less trouble to get it herself?

If she had trusted her mother, she would have saved herself all this pain; but for the sake of knowing *the reason why* she should not get up on the chair, she cost herself a severe wound, and a great deal of shame and sorrow.

It is a good rule, through life, to do what God requires us to do, whether we see why or not. One of the things he requires us to do is, to *obey your parents.*—*Southern Teacher.*

THE IMMORTAL FIFTY-SIX.

THE following is a list of the immortal Signers of the Declaration of Independence, with the place and time of birth of each, and their varied professions:

Josiah Bartlett, Amesbury, Mass., 1729, physician.

Willam Whipple, Kittery, Me., 1730, sailor.

Matthew Thornton, Ireland, 1741, physician.

John Hancock, Quincy, Mass., 1737, merchant.

Samuel Adams, Boston, Mass., 1772, merchant.

John Adams, Quincy, Mass., 1735, lawyer.

Robert Treat Paine, Boston, 1732, lawyer.

Elbridge Gerry, Marblehead, Mass., 1744, merchant.
Stephen Hopkins, R. I., 1707, farmer.
William Ellery, Newport, R. I., 1727, lawyer.
Roger Sherman, Mass., 1721, shoemaker.
William Williams, Conn., 1731, gentleman.
Oliver Wolcott, Conn., 1727, physician.
William Floyd, N. Y., 1724, farmer.
Philip Livingston, Albany, N. Y., 1716, merchant.
Francis Lewis, Wales, 1731, gentleman.
Lewis Morris, Harlem, N. Y., 1726, farmer.
Richard Stockton, N. J., 1730, lawyer.
John Witherspoon, Scotland, 1722, minister.
Francis Hopkinson, Philadelphia, Penn., 1738, lawyer.
John Hart, Huntington Co., Pa., farmer.
Abraham Clark, Elizabeth, N. J., 1726, lawyer.
Robert Morris, Lancashire, England, 1734, merchant.
Benjamin Rush, Bristol, Penn., 1741, physician.
Benjamin Franklin, Boston, 1706, printer.
John Morton, Ridley, Pa., 1724, surveyor.
George Clymer, Penn., 1730, merchant.
James Smith, Ireland, 1715, lawyer.
George Taylor, Ireland, 1716, physician.
James Wilson, Scotland, 1742, gentleman.
George Ross, Newcastle, 1730, lawyer.
Cæsar Rodney, Dover, Del., 1730, gentleman.
George Reed, Maryland, 1734, lawyer.
Thomas McKean, Penn., 1731, lawyer.
Samuel Chase, Maryland, 1741, lawyer.
William Paca, Maryland, 1740, lawyer.
Thomas Stone, Maryland, 1734, lawyer.
Charles Caroll, Annapolis, Maryland, 1773, lawyer.
George Wythe, Virginia, 1726, lawyer.
Richard Henry Lee, Virginia, 1732, soldier.
Thomas Jefferson, Virginia, 1743, lawyer.
Benjamin Harrison, Berkley, Va., farmer.
Thomas Nelson, Jr., Va., 1738, gentleman.
Francis Lightfoot Lee, Va., 1734, farmer.
Carter Braxton, Newington, Va., 1736, gentleman.

William Hooper, Boston, 1742, lawyer.
 Joseph Hewes, Kingston, N. J., 1730, lawyer.
 John Penn, Virginia, 1741, lawyer.
 Edward Rutledge, Charleston, S. C., 1749, lawyer.
 Thomas Haywood, S. C., 1745, lawyer.
 Thomas Lynch, Jr., S. C., 1740, lawyer.
 Arthur Middleton, S. C., 1743, lawyer.
 Button Gwinnet, England, 1732, merchant.
 George Walton, Virginia, 1740, lawyer.
 Lyman Hall, Conn., 1725, physician.
 Samuel Huntington, Conn., 1732, farmer.

Life Illustrated.

SEVERITY IN SCHOOLS.

WE occasionally hear parents complain that teachers are too severe in their discipline, and doubtless such is the case in some instances. As a class, however, teachers are far more mild and reasonable in their discipline now, than they were in olden times, as the following will witness :

"Luther used to say that he was once whipped fourteen times in one forenoon. The old German schools were frightful dens of barbarism. An obituary in one of their school journals, as late as 1782, contains the following singular statement of educational exertions:—Died, Hauberle, assistant teacher, in a village in Suabia. During the 51 years 7 months of his official life, he had, by a moderate computation, inflicted 911,527 blows with a cane, 124,010 blows with a rod, 20,989 blows and raps with a ruler, 136,715 blows with the hand, 10,235 blows over the mouth, 7,905 boxes on the ear, 1,115,800 raps on the head, and 22,783 *nota benes*, (i. e., knocks,) with the Bible, catechism, singing-book and grammar. He had 777 times made boys kneel on peas, and 613 times on a three-cornered piece of wood; had made 5001 "wear the jackass," and 1707 hold the rod up; not to enumerate various more unusual punishments which he contrived on the spur of the moment. He had about 3000 expressions to scold with; of which he had found two-thirds ready-made in his native language, and the rest he had invented."

MANNERS AND MORALS.

MANY a boy comes from school with his first knowledge of forbidden things. He learns there his first profane or obscene word. He there receives his first lessons of insolence and disobedience, and becomes coarse and rude in his manners. How often have parents mourned over a child's innocence lost at school. It is easy to say that this evil necessarily results from the child's contact with an evil world, and that the school is not responsible. But while there is truth in the suggestion that evil is inevitable, and may be expected to come to the child from companions at school, as elsewhere, it is equally true that the school is responsible, to the extent of its most earnest endeavor, to counteract the dangers of evil companionship, and to impress the great lessons of purity and truth, generosity, integrity and affection, upon every heart within its control. This cultivation of the better sentiments, and finer impulses of the heart, is recognized in our statutes as a prominent duty of teachers. And yet I rarely find it receiving any distinct attention. I am well aware that there is no place in the school-room for protracted homilies on moral duties. But the teacher so inclined, and rightly estimating his responsibility in this regard, can easily exert his influence to suppress the wrong and encourage the right and the true. In a thousand ways, sometimes quite unnoticed, he may inspire a love of what is beautiful and good, and frown his disapproval on all that is low and unmanly. Under such an influence, the profane and vulgar have often been reformed, and the whole moral atmosphere of the school-room purified. Parents and school authorities have need to combine their counsels and efforts with those of the teacher, to secure a result at once so desirable and so difficult. Our schools will not have reached their highest success, until they have acquired a more controlling moral power over the children in their care; until they have succeeded in producing a generation of youth better educated in sentiment and principle, as well as in knowledge. It is better children, not brighter, that we most need; children who shall be fitted to adorn and bless the circles in which they will soon become controlling spirits.—*E. P. Weston, Supt. Maine Schools.*

COMMON SENSE.

ANY one at all conversant with human nature, must have noticed in some of his acquaintance a strange lack of that faculty usually denominated common sense. Men may have exalted sense and refined sense, and deem themselves rather above the ordinary level of humanity; still, if they have no thorough practical, earnest views of every-day life, if they are destitute of that tact which enables one to adapt himself easily to a variety of circumstances, their life-work will be a comparative failure. It is well to possess a vivid imagination, warm sensibilities, an elevated sentiment and acute perceptions,—indeed, without them we can not half enjoy our lives. But these need not deter us from performing with energy our daily duties. They are alike compatible with digging potatoes or presiding over a college.

Because a person is endowed with common sense enough to mind his own business, and minister to the wants of those around him with a willing heart and a ready hand, is no sign that he is destitute of the finer feelings of our nature. It is true that some view it in a different light. They fly off to the clouds on the wings of sentimentality; and then look down with infinite disgust on the poor, plodding mortals who dig and delve in this lower sphere. They fear that their “refined natures,” and “tender susceptibilities,” will be contaminated by intercourse with the common walks of life. But such people do not live on moonshine,—by no means. I have always noticed that geniuses of this aerial order are remarkably fond of roast beef, and its accompaniment, — provided, always, that somebody else will prepare it.

Such ideal views of life are entirely mistaken ones. Common sense and genuine sentiment may go hand in hand. The finer feelings of the soul are not dependent upon position. Under the rough garb of many a plough-boy, there beats a warm heart, alive with keen emotions. The languishing sentimentalist in his loftiest flight can find nothing more wonderful than he in his daily toil. The same glorious beauties of hill-side and plain delight his eye, the same rav-

ishing melodies thrill his soul; and over and around all is thrown the indescribable charm of useful labor.

If we glance around the circle of our associates, we shall find those who might achieve much more for the benefit of their follow-men, and at the same time enjoy themselves vastly better, if they were endowed with a little more common sense. Gifted with superior powers and rare mental talents, too often their life is wasted in vain endeavors to do they know not exactly what. The want of a little practical knowledge as to *when* and *how* to work, destroys their usefulness. Excellent workers in their own sphere of duty, they are not there content; but are forever reaching into other departments,—and so they jar and grate through life, coming in contact with every sharp corner and projecting point, a source of anxiety to themselves and a trouble to others.

The cause of these failures may often be traced to early education. It has been very truthfully remarked, that, in our systems of education, we deal too much with theory and too little with practice. We fill the minds with beautiful theories, but neglect to explain how they should be used in life's daily toils. In short, *we overlook common sense*. Our colleges are not destitute of blame in this respect. The course of study is too often a rapid succession of theory piled on theory; and the student graduates a sort of reservoir, into which has been poured a four year's stream of Latin Lexicons and Greek Grammars. The mental discipline of a college is undoubtedly excellent, but would it not be equally good if more attention was given to the practical, common sense duties of life? Such a course would certainly render men better fitted to live, and better calculated to exert a noble influence on those around them.

But the chief remedy must be applied to our common schools, inasmuch as early impressions are more lasting than those of later years. A great difficulty lies in the way. We have too many manufactured teachers who stalk about on sentimental stilts, and too few natural ones, who pursue a plain, common-sense path. Every teacher should cherish

a living sense of the greatness and grandeur of his work, but we should be careful not to become so lost in the contemplation as to neglect the *practical* duties of the school-room. It is perfectly proper, sometimes, to speak of our "noble work," and sing of the—

"Delightful task! to rear the tender thought,
To pour the fresh instruction o'er the mind,
And teach the young idea how to shoot!"

but we ought not to forget to take common sense for our guide.

Common sense would certainly indicate that a pupil should be taught how to perform the ordinary business of life. Yet we have many teachers who are not qualified to do this. They blunder over the most ordinary forms of receipts and notes. It is too often the case that a young man has to learn how to transact business after leaving school. Now this ought not so to be—let the common school be what it should, and it would not. We say, then, let the various exercises of the school-room, especially in Arithmetic, be illustrated and made perfectly plain to pupils. Let notes and orders and receipts be written, and all ordinary business transactions thoroughly explained. Such knowledge will be worth more to half the boys than six months tuition in Latin and Greek.

We do not claim that common sense requires the business faculties alone to be educated. The imagination, taste and finer feelings, all need culture. A wider field of enjoyment may thus be opened, which will in no way interfere with practical duties. We may gaze with admiration on the lovely scenery which God has spread around us, listen with delight to the sweet minstrelsy of birds and feel our souls overflow with a gush of joy, and be all the better fitted to perform our daily work. That teacher who would educate his pupils for a true life, will strive to fit them for every-day duty, and at the same time draw out those finer sensibilities which render communion with one's own soul and with Nature so delightful. Thus doing, they will be better prepared to enjoy life and bless the world. S. J. W.

WESTFORD, CONN., April 13, 1861.

"PEEPING OUT OF THE SHOE."

Have you seen little Freddy, the darling bright rogue,
 Who comes early to school and, in winning Dutch brogue,
 Bids "Goot morrow, dear teacher"—"I hope you are well,"
 "I'll promise to *study*, and *learn* how to spell,
 The words that now trouble my poor little brain,
 Because they are hard"—but who will not complain
 Since we are "so kind to pronounce what is new"?
 Did you see the four toes peeping out of the shoe?
 He's a bonny, brown-haired, sunny-browed merry fellow,
 With cheeks deeply dimpled, and eyes coy and mellow,
 Who would not deceive though the whipping he knew
 He should gain if he told what was really true:
 He would offer the hand, and with face direly rueful,
 Exclaim—"you may punish, yet I will be truthful."
 Still trying to hide from my gaze what he knew
 Were peeping so slyly right out of his shoe.
 Our Freddy is kind, very kind to his class,
 He never obtrudes, never pushes to pass,
 Be he ever so tempted; nor does what is wrong
 In speaking amiss, never hums out a song,
 Nor comes to recite, saying, "I hav'n't got it,"
 "Twas too long;" and then thrust the hand into the pocket,
 As some better clothed ones invariably do,
 Who would scorn a wee toe seeking light through a shoe.
 Do you think, little reader, the boy by his side,
 Whose father is rich, and oft takes him to ride
 In his splendid barouche with a span of pure white,
 Is prized like the boy who still "Dares to do right"?
 That dress, style or money, e'en beauty quite rare,
 With the honest and truthful can ever compare?
 That though eight little toes now peep out like young mice,
 We shall love him the *less*, that his shoes are not nice?

May 8th, 1861.

R. L. R.

OUR SCHOOLS.

FROM the last Annual Report of the Hon. D. N. Camp, Superintendent of our Common Schools, we take the following timely and sensible remarks:

The people of Connecticut, I believe, with very few exceptions, intend to comply with the requirements of the school

law, and desire that it should express the convictions of justice and be in harmony with an enlightened public sentiment.

There is however a class of persons who believe, or affect to believe, that the State has no right to legislate respecting the education of children; who would repeal all school laws, abolish the whole system of public education, and leave the whole matter to private enterprise and parental watchfulness. But this class in Connecticut is very small, and, so far as I know, embraces no men whose lives and actions have led the community to look to them as persons exercised by any particular desire for the public good, or entitled to any special consideration in legislation for the welfare of the State.

There is another class, however, embracing in some districts a majority of the influential members, who are men of wealth, whose families are grown up, or who have no children themselves to educate, and who strenuously oppose any measures which will require them to participate in, or contribute to, the "education of other people's children." While a portion of this class are controlled by that sentiment which sees no use in education, and obstinately oppose all means for its advancement, a portion, it is believed, are sincere in their conviction that it is unjust that their property should be taxed for the education of the children of their neighbors.

For the honor of the State, and for the welfare of society, it is hoped that these classes are small, for certainly no arguments need be presented to prove that the education of the children and youth of this Commonwealth is both the duty and policy of the State.

There is probably no State in the Union whose wealth has depended more entirely on the enterprise and intelligence of her citizens, than Connecticut. With no large commercial emporium, limited mineral resources, no virgin prairies, and little land that enriches its proprietors except under the hands of the most skillful husbandry, her resources have been in the energy and enterprise of her sons, guided by the intelligence which directs her various handicraft and business operations.

If this little Commonwealth is to maintain anything like

her comparative position in wealth and influence, in the confederacy of States, it must be by the general intelligence of her citizens, which shall direct her natural forces wisely, and employ her resources judiciously, and by that integrity of character which, while it secures the esteem of the wise and the good, shall command the respect of all.

The whole community should be educated intellectually, morally, and physically. To secure this, there are needed, not only wholesome and wise laws, but a correct public sentiment which shall be ever ready to sustain those who have charge of the schools, and those who are appointed to administer the laws, in all proper measures for the advancement of general education and the diffusion of knowledge among the people.

I believe then, that the improvement of our schools in the future, is to depend not so much upon any alteration of the school laws, as upon the diffusion of information among the people; upon the existence of a public sentiment which will demand that the opportunities for education be furnished to all the children of the State, and which will secure the attendance at school of those who need the benefits it is designed to bestow.

The lectures given in the various towns, the circulation of educational journals, the publication of articles upon education in our daily and weekly newspapers, all contribute to this important work, but the common schools of Connecticut will not be what the founders of the State intended they should be, or what the best interests of society and the welfare, if not the very existence of our free institutions require them to be, till there is a deep and abiding sentiment in the whole community in regard to education, and a firm faith in the certain results of right intellectual and moral culture.

Next to a healthy public sentiment in relation to education generally, there is needed a clear, definite, distinct plan of school organization; and of philosophical and harmonious instruction, training and culture, which shall be commended to teachers, school officers, and the friends of common schools, by their adaptation to our schools and the wants of

society. Much has been said upon philosophical courses of study, and the methods in many of our schools have been much improved, but there is still wanting a more thorough acquaintance with the faculties of the human mind, and a system of classification, instruction and training, which shall be philosophical and yet practical.

The elementary education given in our common schools should have two great ends; first, to develop the intellectual and moral faculties; and second, to communicate to the pupil that sort of knowledge which is most likely to be useful to him in the sphere of life which Providence has assigned him. To be able to secure these ends, there must be, on the part of those who are to direct this education, an acquaintance with the laws of the human mind, and the period and mode of the development of the faculties, as well as a comprehensive acquaintance with the knowledge desirable for the pupil, and with the various methods of communicating instruction.

COMPOSITION.

(THE last annual report of W. H. Wells, Esq, Superintendent of the schools of Chicago, is one of unusual merit and is full of valuable and timely hints. From the general directions given to teachers in the different grades, we take the following excellent hints on the subject of composition.—RES. ED.)

TEACHERS should be watchful on all occasions, and especially during recitations, to secure habits of readiness and precision in the use of language. Every question should receive a complete and grammatical answer. Teachers should be clear and accurate in their own expressions, and impress upon their pupils the importance of selecting at all times the best words and phrases, and forming the *habit* of using good language in early life. As fast as new words are learned in the various oral exercises, the children should be required to embody them in spoken or written sentences, and thus fasten their meaning and uses securely in the memory.

Exercises in composition may be introduced in such a manner, that pupils will never regard them as irksome tasks. With proper care and skill on the part of the teacher, they may be made as interesting and attractive as any of the exercises of the school. The following are some of the first steps that may be taken to secure this object:

(1.) Let the pupil take his slate to a window during a recess, and write down any thing that he hears from the children in the play-ground. At the close of the recess, let him read what he has written before his class, and he will be interested to learn that the sentences from the different scholars are so many little compositions. He will then understand, that every time he speaks a sentence, he makes a composition, and if he will only write it on his slate or on paper, it will be a written composition.

(2.) Select a common and familiar subject, as a horse, and ask the pupil various questions respecting it. As he gives his answers, let him write them down on his slate. He will soon find that he has written an original composition, almost without effort.

(3.) At the close of an object lesson on any familiar subject, let the pupils write down on their slates everything they can remember of the description that has been given, and read their exercises in turn before the class.

These different exercises should be examined carefully by the teacher, and the errors that occur in language, orthography, punctuation, etc., should be kindly pointed out and corrected before the class. The pupils should then be required to re-write their exercises correctly.

The establishment of a School paper, sustained by the pupils, under the general direction of the teacher, is one of the best means of cultivating this important art.

A country dominie had a hundred boys and no assistant. 'I wonder how you manage them,' said a friend, 'without help.' 'Ah,' was the answer, 'I could manage the hundred boys well enough; it's the two hundred parents that trouble me—there's no managing them.'

THE SLATE AND BLACKBOARD.

THE slate and blackboard are also indispensable instruments in primary teaching. Drawing has too long been regarded as an accomplishment, to be acquired only by the few. It should be deemed a necessity and the elements at least, be acquired by the many. I have long been of the opinion that the elements of linear and mechanical drawing should be included in the common school course, and that the former, at least, should be commenced in the primary department. Beginning with the straight line, let the class be taught to draw it; first as a horizontal, next as a perpendicular, then at all the intermediate angles. Let them afterwards try to divide the line by the eye, without measurement, into two, three, or more, equal parts, till they can do it promptly and well. Then take up the curves, the circle, and the simple geometrical figures, etc. Great progress can be made in these elements, by very young children, and, besides the immense advantage to them in life, they will take great interest in the exercise. The letters of the alphabet furnish an admirable series of exercises in drawing. Nearly all the primary movements, as straight lines, perpendicular, horizontal, oblique, curves, etc., are involved in their formation. Especially is this true of the capitals. Some of the best teachers of the art employ them as copies, even for more advanced pupils. For primary scholars, it is an excellent training for the eye and hand, and, while imparting knowledge and skill in the elements of drawing, it *incidentally* fixes the name and shape of each letter indelibly in the memory, for, when a child has learned to draw a letter correctly, and to associate with it its appropriate name, he will not forget it. Thus, while the eye and hand are being trained to skill—while the first principles of a noble and useful art are being thoroughly learned—while the mind is pleasantly excited and interested, instead of being wearied and stupefied, the alphabet itself, is completely mastered; incidentally, almost unconsciously. The names of the letters are not only more permanently learned in this way, than by the old routine re-

petition process, but in less than half the time. This is not theory, but fact. It has been demonstrated by a thousand trials. That such an amount of precious time is annually wasted in the effort to print the mere names of the twenty-six characters of our language upon the memory of the child, by the endless iteration of a-b-c, would be ludicrous, if it were not so sad. Not only one, but several school terms are often squandered, before the stupendous result is achieved! And when at last the victory is won, how poor and barren it is—the child can call the names of twenty-six crooked, dry unmeaning things! that is all. No mental power has been developed; no new faculty has been awakened; no pleasure has mingled in the weary task; the mind is deadened, almost stultified; the child is disgusted with his book and tired of school but he *knows his letters*, and great is the rejoicing of friends! There is, thank God, “a more excellent way.” It is difficult to over-estimate the good effects of a judicious use of the slate and blackboard in primary schools. No school room for small children is equipped without them—no one is fit to be a primary teacher who is unable, or unwilling to use them.—*N. Bateman.*

GEOGRAPHY.

(WE take the following introductory lesson in Geography from Camp's new Primary Geography,—a work just published and well adapted to meet the wants of our Elementary Schools. It contains valuable hints on the commencement of this important branch of study. Ed.)

“WHEN about to introduce the study of Geography, the intelligent teacher will take the children out of the school room to the road or fields, where we may suppose a conversation to take place in which the teacher will communicate something like the following,—the children asking questions and answering those of the teacher.

We will now stand upon the hill opposite the school-house and see what is around us. The objects at our right hand are *east* of us, or in the direction where the sun rises; those at our left hand, or in the direction of the sun's setting, are

west of us. The field at the right or to the north of the school-house is level and may be call a *plain*. Sometimes a plain is barren, and then it is called a *desert*.

Beyond the plain are high masses of land, called *mountains*. When a mountain sends forth fire, smoke, and melted stones from its top, it is called a *volcano*. Far off in the north between two mountains, is a portion of low land called a *valley*.

At the left of us is a body of fresh water. This is a *pond*, or small lake. In the lake is a portion of land entirely surrounded by water. This is an *island*, and the point of land extending into the water from the main land, is a *cape*.

The narrow passage of water between the island and cape is a *strait*. From the lake a stream of water called a river, flows on through the valley to a very large body of water called an *ocean*. If we were on the top of the mountain we could see the ocean. The land which is next the water is a *shore* or coast.

As we study Geography we shall learn about some countries that have very high mountains and about others that are mostly level. Some have large rivers and lakes. Some are very cold and others are very warm. Our Geography will tell us the names of these countries, and we can find them on the maps."

THE WAY THE ENGLISH BRING UP CHILDREN.—The English bring up their children very differently from the manner in which we bring up ours. They have an abundance of outdoor air every day, whenever it is possible. The nursery maids are expected to take all the children out airing every day, even infants. This custom is becoming more prevalent in this country, and should be pursued wherever it is practicable. Infants should be early accustomed to the open air. We confine them too much, and heat them too much for a vigorous growth. One of the finest features of the London parks is said to be the crowds of nursery maids with their groups of healthy children. It is so with the promenades of our large cities to a great extent, but is less

common in our country towns than what it should be. In consequence of their training, English girls acquire a habit of walking that accompanies them through life, and gives them a much healthier middle life than our women enjoy. They are not fatigued with a walk of five miles, and are not ashamed to wear, when walking, thick-soled shoes, fitted for the dampness they must encounter. Half of the consumptive feebleness of our girls results from the thin shoes they wear, and the cold feet they must necessarily have. English children, especially girls, are kept in the nursery, and excluded from fashionable society and all the frivolities of dress, at the age when our girls are in the very heat of flirtation, and thinking only of fashionable life.

THE LANGUAGE OF NATURE. Could we but make language express the beautiful images of Nature, how eloquent we should be! Could we trace in words the exquisite tint of the flower, or the sparkling of the rippling wave; the majestic beauty of the forest, or the graceful intermingling of light and shade; the grandeur of the hoary cliff, or the loveliness of the laughing plain; the joyousness of the sunshine, or the tranquility of the twilight gloom; the terror of the storm, or the mildness of the evening breeze! Nature has a language of its own—a language which is understood in every clime—which speaks silently to the heart of every beholder, through which he may communicate with their Creator and his own, but which can find no utterance through the lips.

CHARACTER IS POWER. It is often said that knowledge is power, and this is true. Skill or faculty of any kind carries with it superiority. So, to a certain extent, wealth is power, and rank is power, and intellect is power, and genius has a transcendent gift of mastery over men. But higher, purer, and better than all, more constant in its influence, more lasting in its sway, is the power of character,—that power which emanates from a pure and lofty mind. Take any community, who is the man of most influence? To whom do all look up with reverence? Not the “smartest” man, nor the cleverest politician, nor the most brilliant talker, but he who, in a long course of years, tried by the extremes of prosperity and adversity, has approved himself to the judgment of his neighbors and of all who have seen his life, as worthy to be called wise and good.

OFFICIAL DEPARTMENT.

ANSWERS TO QUESTIONS ON THE SCHOOL LAWS.

QUESTION No. 7. Can persons over sixteen years of age attend a common school without paying extra tuition?

ANSWER. Scholars over sixteen years of age have the same privileges in a common school as those under that age, and there is no authority in the school laws to make any discrimination in the rate bill on account of the age.

QUESTION No. 8. Is a school district compelled by law to receive children from other districts in which no school is sustained?

ANSWER. It is the duty of every town to see that common schools are established and maintained sufficient for all the inhabitants of the town. If a district fails to sustain a school the children can be sent to other districts with their consent, but there is no provision of the laws compelling a district to receive non-resident children into its school.

DAVID N. CAMP.

Superintendent of Common Schools.

NEW BRITAIN, May 13, 1861.

MODERN REFINEMENT. People don't laugh now-a-days—they indulge in merriment. They don't walk—they promenade. They never eat any food—they masticate it. Nobody has a tooth pulled out—it is extracted. No one has his feelings hurt—they are lacerated. It is vulgar to visit any one—you must only make a call. Of course you would not think of going to bed—you would retire to rest. Nor would you build a house—you would erect it. One buys drugs at a "medical hall," wines of a "company," and shoes at a "mart." Blacking is dispensed at an "institution," and meat from a "purveyor." One would imagine that the word "shop" had not only become contemptible, but had been discovered not to belong to the English language. Now-a-days, all the shops are "warehouses" or "bazaars," and you will hardly find a person having the hardihood to call himself a shopkeeper. "Workpeople" are "employees," "tea meetings" are "soirees," and "singers" are "artists."

MISCELLANY.

WORDS.

Bear: Bull. These are terms applied to a class of brokers or stock-jobbers,—whose plan of operation is thus described by Dr. Warton:—

“He who sells that of which he is not possessed is proverbially said to sell the *skin* before he has caught the *bear*. It was the practice of stock-jobbers, in the year 1720, to enter into a contract for transferring South Sea Stock at a future time at a certain price; but he who contracted to sell had, frequently, no stock to transfer, nor did he who bought intend to receive any in consequence of his bargain. The seller was, therefore, called a *bear*, in allusion to the proverb, and the buyer a *bull*, perhaps only as a similar distinction. The contract was merely a wager, to be determined by the rise or fall of stock; if it rose, the seller paid the difference to the buyer, proportioned to the sum determined by the same computation to the seller.”

“There was a *sauve qui peut** movement to-day in the stock market, and the clique of *bulls* finding it impossible to stem the rush, gave up the attempt to sustain the market, and let things go down with a run. * * * * Such a state of the market as is now exhibited is nearly as bad for the *bears* as the *bulls*.

N. Y. Tribune, 1845.

Lame Duck. A stock-jobber who has failed, or one unable to meet his engagement.

Flunky. One who, unacquainted with the manner in which stocks are bought and sold, and deceived by appearances, enters Wall St. without any knowledge of the market. He consequently makes bad investments. Such a person the brokers call a *flunky*.

Kite-flying. This is a term well understood in the mercantile community. It is a combination between two persons, neither of whom has any funds in bank,—to exchange each other's checks which may be deposited instead of money,—taking good care to make their bank accounts good before the checks are presented for payment. *Kite-flying* is also practiced by persons or mercantile houses, in different cities. A house in Boston draws on a house in New York at sixty days or more, and gets its bill discounted. The New York house, in turn meets its acceptance by re-drawing on the Boston house. Immense sums of money are often thus raised. It is however rather a perilous way of doing business.

Bartlett.

* Let him save himself who can.

Filibuster. (Spanish *Filibustero*.) A freebooter. A word brought into frequent use in consequence of the expedition against Cuba under Lopez in the year 1851,—to the members of which expedition it was applied. It is from the Spanish *filibustero*, which like the French *flibustier*, is itself a corruption of the English *freebooter*, German *freibeuter*, a term imported into England during the Low Country wars of Queen Elizabeth's times and pretty generally applied to the Buccaneers who ravaged Spanish America about 1680-90. *Bartlett.*

Bunkum or Buncombe. Talking for *bunkum* is a phrase frequently applied to persons who talk for mere talk's sake or for self-gratification. In Wheeler's history of N. Carolina we find the following: "Several years ago, in Congress, the member from the district arose to address the House, without any extraordinary powers, in manner or matter, to interest the audience. Many members left the hall. He very naively told those who remained that they might go too, if they wished, for he should speak for some time, though he was only talking "for *buncombe*."

WAR TERMS.

The Columbiad or Paixhan, (pronounced payzan) is a large gun, designed principally for firing shells—it being far more accurate than the ordinary short mortar. A mortar is a very short cannon with a large bore—some of them thirteen inches in diameter—for firing shells. Those in use in our army are set at an angle of 45 deg., and the range of the shell is varied by altering the charge of powder. The shell is caused to explode at just about the time that it strikes, by means of a fuse, the length of which is adjusted to the time of flight to be occupied by the ball, which, of course, corresponds with the range. The accuracy with which the time of the burning of a fuse can be adjusted by varying its length is surprising—good artillerymen generally succeeding in having their shells explode almost at the exact instant of striking. In loading a mortar, the shell is carefully placed with the fuse directly forward, and when the piece is discharged, the shell is so completely enveloped with flame that the fuse is nearly always fired. The fuse is made by filling a wooden cylinder with fuse powder—the cylinder being of a sufficient length for the longest range, to be cut down shorter for shorter ranges, as required. A Dahlgren gun is an ordinary cannon, except that it has been made very thick at the breech for some three or four feet, when it tapers

down sharply to less than the usual size. This form was adopted in consequence of the experiments of Captain Dahlgren, of the U. S. N.—having shown that when a gun bursts, it usually gives way at the breech. The Niagara is armed with these guns, and at the Brooklyn Navy Yard there are 60, weighing about 9,000 pounds each, and six of 12,000 pounds weight each, the former of which are capable of carrying a nine inch, and the latter a ten inch shell a distance of two or three miles; and there is one gun of this pattern which weighs 15,916 pounds, and is warranted to send an eleven inch shell four miles. A casement is a stone roof to a fort, made sufficiently thick to resist the force of cannon balls; and a casement gun is one which is placed under a casement. A barbette is one which is placed on the top of the fortification. An embrasure is the hole or opening through which guns are fired from fortifications. Loop holes are openings in walls to fire musketry through.—*Scientific American*.

OTHER TERMS.

A battalion is a body smaller than a regiment—say two or four companies—and is commanded by a major. A regiment is composed of eight companies, and is commanded by a colonel; it has also a lieutenant colonel and a major. A brigade is composed of two or more regiments, and is commanded by a brigadier-general. A division is composed of two or more brigades, and is commanded by a major general. Lieutenant-general is an office created in honor of General Scott, after the war with Mexico, and is, in this country, peculiar to him only.

WORDS IN THEIR FIRST MEANING.—The time was when every word was a picture. He who used a word first—almost any word—had a clear and vivid presentation to his mind of some object, and used that object as a type, and analogy to certain ideas, and pictured images present to his mind. Dean Trench furnishes many instances. Look at a word or two. *Dilapidated*: dilapidated fortunes, a dilapidated character, a dilapidated house. Is there not a vivid picture here, when we identify the word with the Latin, *dilapidare*—the falling apart of stones—and so survey stone after stone falling away, and leaving only a place of ruin? So the word *Candid*, white. How beautiful in this connection, as applied to the word *Candidate*—presenting the felt necessity that the candidate for any office should be white, and unsoiled in reputation! So the word *Husband*—the

stay, and support, and binder together of the household, as old Tusser has said in his "Points of Husbandry:"

"The name of Husband—what is it to say!
Of Wife and of household the band and the stay."

And the word *Wife* is like it; it is only another form of the words "weave" and "woof;" and in it we have not only a picture of what was supposed to be a principal characteristic of female industry, but the moral idea, too, of our weaving, by her influence and affection, heart to heart, and the whole household into one. In the same way *Pity* grows into *Piety*.—*The Eclectic*.

THE TRUE DOCTRINE.

In the last semi-annual report of the Hon. John D. Philbrick, Superintendent of the schools of Boston, we find the following, which we think will apply to Connecticut just as well as to Massachusetts.

"Our system of public education is founded on the principle, early adopted and constantly maintained by our ancestors, that it is the undoubted right and the bounden duty of government to provide for the instruction of all youth. For this purpose every man is held subject to taxation in proportion to his property, without regard to the question whether he himself have, or have not, children to be benefited by the education for which he pays. The first secretary of the Massachusetts Board of Education described the foundation of our common school system in the three following propositions:

"The successive generations of men, taken collectively, constitute one great commonwealth.

"The property of this commonwealth is pledged for the education of all its youth, up to such a point as will save them from poverty and vice, and prepare them for the adequate performance of their social and civil duties.

"The successive holders of this property are trustees, bound to the faithful execution of their trust by the most sacred obligations; and embezzlement and pillage from children and descendants have not less of criminality, and have more of meanness than the same offenses when perpetrated against contemporaries."

In recognition of these principles, the fundamental law of the state enjoins upon legislators and magistrates in all future periods, the duty to cherish the interests of "Public Schools and Grammar Schools in the towns."

LOCAL AND PERSONAL.

CHESTER. The Institute for Middlesex County was held at this place, in April. The week was unusually stormy, so that the number in attendance was not so large as it would otherwise have been. Those present, however, were earnest teachers and the session was a pleasant one. The citizens manifested much interest and were very liberal in providing for the happiness of those present. Drs. Pratt and Turner deserve special credit for efforts made to promote the interests of the occasion. The evening lectures were given by Profs. Camp and Ripley and Mr. Northend, of New Britain, and Mr. Calkins, of New York. Gen. Williams, of Norwich, was present one day and encouraged the teachers by kind words and the gift of books for their schools, for which the thanks of the Institute were cordially expressed. We trust our friends in this pleasant and enterprising village will soon have an excellent graded school. We learn that a school of two grades will be supported during the summer under the charge of Miss Mary E. Bassett, of New Britain, and Miss Spencer, of Deep River.

DANBURY. The Institute for Fairfield County was held in this beautiful village. The time selected for the session was unfortunate on account of the war excitement which was then very great. About fifty teachers were present and we have rarely seen a better and more attentive class. The kind hospitality of the citizens was extended to all teachers from abroad. We were glad to learn that the interest in the schools of Danbury is increasing. Messrs. Dowd, Lamonte, Baldwin, and their faithful assistants are accomplishing a good work in their several spheres. We trust the time is not distant when we shall see the school houses of Danbury more of an ornament to the village than those now in use. The village, the earnest teachers and the pupils deserve better accommodations, and, after the war with the southern rebels is fairly over, we hope the friends of education in Danbury will enlist in a war of extermination against, at least, one building now used as a school house for more than one hundred pupils; enlist, not for a limited period, but until in school house matters "old things have passed away and all things become new" and appropriate. Special thanks are due to Messrs. L. D. Brewster and J. W. Bacon, for efforts in behalf of the Institute.


MERIDEN. We learn that Mr. J. Q. A. Bradish, who, for one or two years, has had charge of a flourishing school at this place, has been compelled, on account of ill health, to resign his position, much to the regret of his pupils and patrons. Interesting and appropri-

ate exercises were had on the last day of the session and much interest was manifested by all concerned.

LAKEVILLE. We would call special attention to an institution established at this beautiful place for the training of persons of weak intellect. It is under the charge of Dr. Knight, a gentleman admirably adapted to the work he has undertaken, and we most confidently commend him and his school to those of our friends who are interested in the training of any of the unfortunate class alluded to. Any desirous of particulars may address HENRY KNIGHT, M. D., Lakeville.

LEWIS NORMAL INSTITUTE. We would call special attention to the advertisement of Dr. Lewis. The Journal published by him is worth ten fold its cost to any who will carefully read its pages. We heartily commend it, and also the Institute for qualifying teachers to give instruction in physical training. Dr. Lewis has enlisted in the work before him with great zeal and deserves success.

CONFIDENTIAL. If any of our three or four hundred subscribers now in arrears, some for two years, can, without personal inconvenience, remit the amount of their subscription at this time, they will confer a special favor.

 The July No. will be edited by E. L. HART, Esq.

BOOK NOTICES.

CAMP'S PRIMARY GEOGRAPHY, prepared to accompany Mitchell's Series of Outline Maps, and designed for primary and intermediate schools and classes. By David N. Camp, Principal of the Connecticut State Normal School, and State Superintendent of Common Schools. Hartford: O. D. Case & Co.

To those who have used Camp's larger treatise it will be unnecessary to give any commendation of this work. To others in want of a Geography for beginners, we would say examine the work now before us. It is a plain and sensible book, not over burdened with useless matter, but containing all that is necessary for juvenile classes. It is well printed and illustrated and the maps are clear and distinct. With or without the Outline Maps the book will be found a valuable one and we commend it to teachers and school visitors.

"POOR AND PROUD;" "THE BOAT CLUB;" "LITTLE BY LITTLE;" "TRY AGAIN;" "ALL ABOARD;" "NOW OR NEVER."

These books, called the Oliver Optic books, are among the best books we have seen for school libraries. They were written by William T. Adams, one of the most efficient of the Boston teachers, and while a good moral tone pervades them they are at once instructive and interesting. We know of no better books for youth. Published by Crosby, Nichols, Lee & Co., Boston

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